

CONSTRUCTION OF ASSESSING INDICATORS OF EVALUATION BENEFITS FOR SENIOR HIGH SCHOOLS EXPLORED ON FOCUS GROUP

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ABSTRACT

The author has been commissioned by the Ministry of Education in recent years to manage the planning and implementation of the senior high school evaluation in the whole country. However, from the related literature reviews, it is found that there is lack of the study about the tracking of the improved situation after the school accepted the evaluation, so the motive is arisen. The purpose of this study aims to discuss and analyze the theoretical basis and the related literature of the evaluation benefits, and gain the draft of the indicators of evaluation benefits by inducing. Using this draft as a frame, the assessing indicators of evaluation benefits for senior high school were conducted by focus group. There were two interviews, and 10 experts and scholars in each interview to make the conclusions as follows. 1. The accessing indicators of evaluation benefits for senior high school are divided into "School Management" and "Professional Development". 2. Under school management, there are "Administrative Effectiveness", "Resource Integration", "Organizational Interaction" and "Environment Improvement"; and there are "Course Planning", "Teacher Profession", "Student Performance", and "Top-notch Talent Cultivation and Remedy for Weak" under professional development. 3. There are total 56 assessing indicators in evaluation benefits for senior high school..

KEYWORDS: Senior High School, School Evaluation, Assessing Indicators and Evaluation Benefits

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INTRODUCTION

Background

Most member countries of OECD emphasize on the accountability and improvement of education (Faubert, 2009). Muraski (1993) thinks that there are process, outcome and impact in evaluation, and the so-called impact is to assess the benefits which are produced after evaluation. Currently, researchers often use "Meta-evaluation" to do the assessment. The ultimate goal of evaluation is to improve and enhance self-quality; therefore, the accredited one can have the benefits of keeping growing and enhancement or not is the most valuable result of conducting the evaluation. However, educational evaluation only emphasizes on "the process of evaluation", and leaves the tracking of the outcome after evaluation aside. The author has been commissioned by the Ministry of Education in recent years to manage the planning and implementation of the senior high school evaluation. From the related literature reviews, it is found that there are a lot of studies about "the process of evaluation", but lack of the study about the tracking of the improved situation after the school accepted the evaluation, so the motive is arisen.

Thus, assessing indicators of benefits which are produced after evaluation for senior high school are drawn up to make accredited school follow the indicators, continue and build up the self-check plan, to encourage the school members to use the indicators efficiently, and to develop explicit goal through constructing complete information, so that the senior high school evaluation can maximize the benefits, bring every school member together to achieve the common goal, and make the development of the school sustainable.

The main purposes of the study are as follows: 1. To discuss school evaluation and the theoretical basis and the related literature of the assessment of evaluation benefits. 2. To gain the draft of the indicators of evaluation benefits from the analysis of the literature above by inducing. 3. Using the draft which is described above as a frame, the assessing indicators of evaluation benefits for senior high school were conducted by focus group.

LITERATURE REVIEW

Stukalina (2010) indicated that through the evaluation, the quality of educational environment can be monitored anytime to encourage students to have better learning performances. Though the learning environment in school, students' feedback, the students' participation in school affairs, students' learning satisfaction and the interaction between school members (supervisors, teachers and students) can tell that a school has progress or not, so using the concept of the educational evaluation in the school evaluation can keep the educational quality of senior high school efficiently.

As to the meaning of the educational evaluation benefits, Torres and Preskill (2001) and Owen(2007) suggested that it refers to the functions and effects of the accredited subjects and organizations which influenced by the outcomes and the process of the educational evaluation. One of the evaluation benefits is that the evaluation will make stakeholders have what they want and support each other during the process. Through good evaluation benefits, stakeholders can listen to, share with and encourage each other, just as Reeve & Peerbhoy (2007)'s opinion. They indicated that participants are uneasy and melancholy when they first accept the evaluation, but they are gradually getting rid of it after the evaluation, and start to build a learning procedure by themselves. For example, some participants have some different thoughts while filling out the questionnaires of the evaluation, and keep checking themselves during the process of evaluation. Russ-Eft & Preskill (2009) further indicated that to be able to become an organization which can create new knowledge, one must promote the development and implementation of the evaluation, because the process of evaluation is a way to have organizational learning and gain knowledge.

Practically, it's difficult to tell the findings use from the process use. Both of them interact with the result of evaluation in different levels (Amo & Cousins, 2007). Comparing with process use, findings use affects more widely because the result of the evaluation may involve in more members. As to process use, it usually happens on the members who participate in evaluation, so it affected less number of people. Nevertheless, the experience of participating evaluation deeply may make process use have profounder effects on making decisions or actions (Henry & Mark, 2003).

Estyn (2011) thought that the benefits of the evaluation occur in the follow-up and the evaluation should not be seen as "a one-time event", or the evaluation will lose its effectiveness. Through the implementation process of evaluation, we can promote members to make conversation with each other and think deep; in the meantime, the organizational and personal values, beliefs, assumptions, and knowledge can be clarified and confirmed. Under this interaction, organizational structure, system and culture, members' growth and professional growth are produced as showed in figure 1. These are the important benefits that may be brought to accredited schools after the evaluation were implemented.

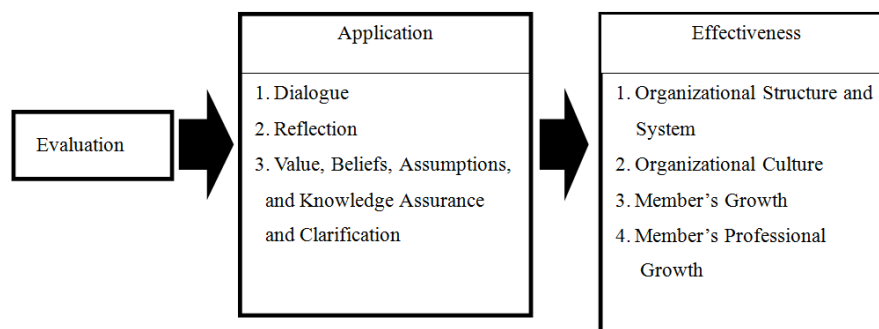


Figure 1: The Relationship between School Evaluation and Evaluation Benefits

Vanhoof and Petegem (2012) claimed that evaluation is not a temporary process and result of assessment. It will produce the following unique benefits: 1. for better education, the members in the organization encourage each other to share their ideas; 2. add more positive attitude and be more willing to see things with a critical angle; 3. be able to have both positive and negative sides of thinking pattern for school affairs; 4. can produce more motives to enhance better educational quality; 5. more willing to be a member of school policymaker; 6. understand their own responsibility better; 7. more willing to collaborate and share the vision of the organization with others in the school; 8. enhance the cohesion of the school; 9. make school members build/improve the school's culture together; 10. enhance the identification of the education in school; 11. members in the organization can openly and honestly express their opinion with relief, and in the meantime, obtain effective respond; 12. higher willingness to work together; 13. you can trust between members of the organization; 14. more willing to give feedback and learn from mistakes anytime and anywhere; 15. enhance the sensitivity of the school's affairs.

After inducing and integrating all the related documents about indicators of senior and vocational high school evaluation and the literature (Amo & Cousins, 2004; Cousins et al., 2004; Estyn, 2010; Henry & Mark, 2003; Owen, 2007; Reeve & Peerbhoy, 2007; Russ-Eft & Preskill, 2009; Vanhoof & Petegem, 2012), the indicators of evaluation benefits for senior high school can be divided into 2 categories, that is "School Management" and "Professional Development". There are 4 dimensions in each category, and 8 indicators in each dimensions. So there are 64 indicators in total.

Table 1: Assessing Indicators of Senior High School Evaluation Benefits (Draft)

Category	Dimension
School Management	1. Administrative Effectiveness
	2. Resource Integration
	3. Organizational Interaction
	4. Environment Improvement
Professional Development	1. Course Planning
	2. Teacher Profession
	3. Student Performance
	4. Top-notch Talent Cultivation and Remedy for Weak

The definition of each dimension in this study is as following:

SCHOOL MANAGEMENT

Administrative Effectiveness

It means the enhancement of the effectiveness of school after the evaluation and to become more effectively on the management of the school's development goals, the enhancement of the administrative execution performance, and the

operation on the feedback improvement, etc.

Resource Integration

It means the enhancement of the effectiveness of resource after the evaluation and to become more effectively to file, strive for, distribute, use, and integrate every kind of resource from in and out of the school.

Organizational Interaction

It means the atmosphere in the accredited schools become friendlier, that is, there are better interactions between administration, teachers, students, parents and others. Besides, school members can value and participate in school, and be proud of being a part of the school.

Environment Improvement

It means the examination of the overall facilities and environment after the evaluation. It makes schools become more effectively on enriching, managing and using the campus, school buildings, teaching equipment, facilities and recycling resources, etc.

PROFESSIONAL DEVELOPMENT

Course Planning

It means the organizing and operating of the course development in schools become more effectively after the evaluation and can offer students life, remedy, broad and other proper courses to select and take.

Teacher Profession

It means teachers can have more positive performance on teaching, teaching materials, assessments and classroom management, and can participate in studying, pursuing further education and professional learning communities more actively after the evaluation.

Student Performance

It means to have a better effectiveness on students' behaviors, learning culture, physical fitness and participation in activities and competition in and out of the school after evaluation.

Top-Notch Talent Cultivation and Remedy for Weak

It means to build a mechanism on consulting and caring for the talented and disadvantaged students and operate it more effectively after the evaluation.

RESEARCH METHODS

To construct the system of assessing indicators of evaluation benefits for senior high school benefits, foreign literature and national documents were analyzed first, and the indicators of senior high school evaluation in Taiwan currently, and all the information from annual evaluation reports and literature were referred, then initial assessing indicators of evaluation benefits for senior high school were drawn up as a draft. 20 scholars, educational administrators, principles and directors from senior high schools in educational evaluation, educational administration and senior high school education, were invited to a meeting. 20 scholars were divided into two groups. 10 people each time to participate in a 3-hour meeting. Two focus group interviews were conducted in total to gain the system of assessing indicators of

evaluation benefits for senior high school.

The topics discussed by the experts and scholars in the focus group interviews are shown below:

- The categories of initial assessing indicators of evaluation benefits for senior high school benefits were drawn up as “School Management” and “Professional Development”. Is there any category to be adjusted?
- School management was divided into 4 dimensions, including administrative effectiveness, resource integration, organizational interaction, and environment improvement. Is there any dimension to be adjusted?
- Professional Development was divided into 4 dimensions, including course planning, teacher profession, student performance, and top-notch talent cultivation and remedy for weak. Is there any dimension to be adjusted?
- The comments on adding, modifying, deleting, and completing the details and indicators on the questionnaire.
- The comments on the overall frame of the indicators.

To maintain academic research ethics, all the participants above were acknowledged the rules of participation and the recording of their speaking, and all of their letters of consent were acquired. The researchers at the scene kept written record and recording of the participants’ speaking. After the two focus group interviews, transcription was produced according to the recording and was compared with the written record. Then the personal opinions of the experts and scholars and the overall conversation between the participants were integrated according to the categories, dimensions, indicators and the overall frame of indicators. After the record was finished and was discussed several times with the research unit, the system of assessing indicators of evaluation benefits for senior high school benefits was finally completed.

RESULTS

The result gained based on two focus group interviews is shown below:

- The categories of assessing indicators of evaluation benefits for senior high school benefits can be divided as “School Management” and “Professional Development”.
- Under school management, there are administrative effectiveness, resource integration, organizational interaction, and environment improvement. Under professional Development, there are course planning, teacher profession, student performance, and top-notch talent cultivation and remedy for weak.
- There are 6 to 8 indicators under each dimension, and there are 56 indicators in total, as table 2 and table 3.

Table 2: The List of The Dimensions for The Assessing Indicators of Evaluation Benefits for Senior High School Benefits

Dimension	The Alteration of the Indicators under Each Dimension (There are 8 Indicators Under Each Dimension, Originally.)				
	Keep	Modify	Delete	Add	Adopt
Administrative Effectiveness	4	2	2	1	7
Resource Integration	2	5	2	0	6
Organizational Interaction	2	6	1	0	7
Environment Improvement	4	4	0	0	8
Course Planning	4	2	2	0	6
Teacher Profession	1	7	0	0	8

Table 2: Contd.,					
Student Performance	1	7	2	0	6
Top-notch Talent Cultivation and Remedy for Weak.	0	8	0	0	8
TOTAL	56				

Table 3: Important Assessing Indicators of Evaluation Benefits for Senior High School (Example)

Evaluation Benefits for Senior High Schools			
Category	Dimension	No	Assessing indicator
School Management	Administrative Effectiveness	1	Can understand current situations and issues of school after evaluation.
		2	Can guide school decision making and development direction after evaluation.
		3	Can promote effectiveness of administration in school after evaluation.
	Resource Integration	1	Can tightly integrate resources of different departments within school after evaluation.
		2	Can tightly integrate resources of different subjects after evaluation.
		3	Can strengthen resource management and integration after evaluation.
	Organizational Interaction	1	Can increase interaction among administrative departments after evaluation.
		2	Can enhance interactions between teachers after evaluation.
		3	Can enhance interactions between teachers and administrators.
	Environment Improvement	1	Can beautify campus and make campus greener after evaluation.
		2	Can enrich school experiment (practice) sites after evaluation.
		3	Can reinforce management and security of school experiment (practice) sites after evaluation.
Professional Development	Course Panning	1	Can strengthen the function and running of course development commission after evaluation.
		2	Can respond to course structure of educational policies and social development after evaluation.
		3	Can offer more featured school-based curriculum after evaluation.
	Teacher Profession	1	Can provide more innovative professional teaching materials after evaluation.
		2	Can utilize multiple teaching methods after evaluation.
		3	Can use multiple evaluation methods based on subjects after evaluation.
	Student Performance	1	Can enhance student's behavior and achievement after evaluation.
		2	Can improve student's learning culture after evaluation.
		3	Can encourage students to form student government to participate in more public affairs after evaluation.
	Top-notch Talent Cultivation and Remedy for Weak	1	Can actively promote remedial courses after evaluation.
		2	Can intensify special education and individualized courses after evaluation.
		3	Can offer effective assistance and caring mechanism to disadvantaged minority after evaluation.

CONCLUSTIONS AND SUGGESTIONS

The study aims to build the assessing indicators of evaluation benefits for senior high school through the analysis of literature and documents and focus group interviews. From this study, it is found that the indicators can be divided into 3 classes, that is, 2 categories (school management and professional development), 8 dimensions (administrative effectiveness, resource integration, organizational interaction, environment improvement, course planning,

teacher profession, student performance, and top-notch talent cultivation and remedy for weak), and 56 important indicators.

Senior high schools or other administrative institutions can use the indicators above to understand what benefits schools produce after school evaluation, and conduct examinations to measure the situation of benefits that every school produces after school evaluation.

Though the assessing indicators of evaluation benefits for senior high school conducted based on the process above in this study achieve a certain reliability, validity and effectiveness, they can be examined by Delphi technique or even investigated by wide-ranging questionnaires. Further examine these indicators by Structural Equation Modeling (SEM) to gain more fined assessing tools and distinguish the importance level of the indicators to provide academic research or practical operation to select and use.

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